

SAFETY

MARCH 1959

Two Sections • Section One

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



CORONER'S JURY RECOMMENDS

See page eight

Now Let's Have Action

THE jury of experts that investigated the fire in Our Lady of the Angels School completed its work by submitting 30 recommendations on fire safety. They add up to an impressive effort to make it impossible for such a tragedy ever to occur again.

For the most part, the recommendations are concerned with the physical plants—fireproof construction, sprinkler systems, enclosed stairwells and the like. Yet features of school administration such as the prevention of overcrowding and insistence on high standards of housekeeping were not overlooked.

In their stark simplicity, the list of 30 recommendations points inevitably to complacency, omissions and common negligence on the part of the whole community.

With the benefit of hindsight, it is easy to see that far too many schools contain some or all of the factors that combined to produce disaster in Our Lady of the Angels School. Luck has played a larger part than planning in the good fire record heretofore enjoyed.

But luck can run out, as has been forcefully demonstrated. Nothing will do now but to insist on every measure possible to protect the lives of our children.

It is obviously going to be costly, but as the jury pointed out, proper fire protection is not a luxury, it is a necessity. It is every bit as important as providing the children with teachers, desks and books.

The recommendations developed by this jury should become the starting point for forceful action at a number of levels. The City Council, the legislature, local school boards and the supervisors of every building all have work to do.

The frightful loss of life in the fire Dec. 1 has already resulted in improved plans and procedures in schools all across the country. More of this voluntary action can be expected everywhere, but there is also great need for raising the legal requirements on fire safety.

In our view, one of the most important points the jury made was that all legislation affecting life and fire safety in school buildings should apply to existing buildings.

No constitutional challenge on the ground of "retroactivity" is likely to be raised by any conscientious school administration, and the courts would not necessarily sustain such a challenge if it were made.

The older buildings are the very ones most in need of stringent safeguards. Where they cannot be brought up to high standards of safety by moderate remodeling, they ought to be replaced.

Obviously all of this cannot be done overnight, both for reasons of funds and of space to house the children. But the allowance of a "reasonable time" for compliance must not be translated into permission to do nothing at all.

—Editorial, *Chicago Daily News*, Jan. 9, 1959

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Contents of SAFETY EDUCATION are
 regularly listed in "Education Index."

S A F E T Y

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXVIII No. 7 Section One

Nancy Nupuf, Editor
 Robert O. Jones, Advertising Manager

CONTENTS for MARCH, 1959

Of Specific Interest

Elementary

They Stop at Corridor Traffic Signals —Jean Carper	2
Desirable Experiences in Elementary Safety Education	18
Railroad Patrol Solves Savannah's Problem	20
Elementary Safety Lessons —James Mann	29

Secondary

Deepfreeze Lab Tests	11
Math Makes the Driver —Melvin T. Schroeder	12
Bulletin Board News Stories —Genevieve R. MacDougall	15
Uncover School Bus Problems —Richard Harris	22
Secondary Safety Lessons	33

College

Can Never Be A One-man Job —Daniel P. Webster and James F. Nihan	4
---	---

Of Interest to All

Howard Pyle Elected NSC President	7
Coroner's Jury Recommends	8
I've Got the Guts to be Chicken	17
Vision and the Driver —safety education data sheet no. 88	23
Bulletin Board	27
Views and Reviews	37



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They Stop

Actual traffic situations are simulated in the schools' hallways and students develop safe pedestrian habits by stopping for the red light at "dangerous" intersections.

By Jean Carper



Safety patrol at Dudley School teaches the children the meaning of traffic signals and how to obey the lights.



Students at Lincoln School dramatize street crossing procedures by manipulating cutout paper figures.

at Corridor Traffic Signals

A WELL-SCRUBBED first grader, skittering along at a fast clip, slowed down as she approached the sign—SLOW—outside her school entrance.

She proceeded inside the building to an intersection of corridors, guarded by a stop sign. There she halted, looked both ways, then continued cautiously. At a particularly "dangerous" intersection of corridors, she abruptly stopped before a small model traffic light until it changed to green.

Although this school scene is slightly unorthodox, it's one you might well see in the Battle Creek, Mich., schools where small scale traffic equipment is used. The equipment, lent by the Battle Creek Police Department, helps dramatize pedestrian safety, primarily for the lower grades.

The police department supplies scaled down devices such as a synchronized traffic light, a railroad crossing signal with flashing red lights, a stop sign, a slow sign and a school sign.

At Dudley School, the devices are set up in the hallways which are then regarded as streets.

The stop light controls traffic at a particularly "dangerous" heavily-traveled intersection; the slow sign is used at the entrance to the school; the flashing railroad sign halts students where the line to the cafeteria crosses the hallway; the stop sign guards a less "dangerous" corridor intersection. All school personnel obey the traffic signals.

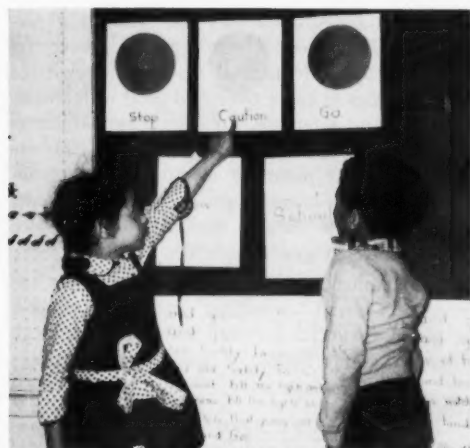
As a special teaching aid, the schools use school patrol members to explain to small groups of children what each sign means and how to obey it. "We find that children explaining to children is an effective reinforcement for the instruction that is going on in the classroom," said Earl Hogan, principal of Dudley School.

These miniature traffic signs meet a greater need than inveterate city-dwellers might think, especially in a school like Dudley which serves a suburban-rural area. Many pupils have had little experience with traffic signals until they encounter them in the school area. Consequently, teachers take the children into the "field" to show them how real traffic signals work.

In some schools in the city, the traffic equipment is set up as a climax to a safety unit. In others, children practice on the traffic signals, then in the classroom dramatize proper crossing procedures by manipulating figures of children they have cut out. "Children enjoy taking turns dramatizing the street crossing technique," said Mrs. Louise Gooch, first grade teacher at Lincoln School.

The purpose of her safety unit, Mrs. Gooch said, is to teach children the meaning of safety signs as well as to remind them to wear light colored clothing on dark days, walk on the sidewalks, obey the school patrol, cross at corners and watch and wait for cars to pass.

Thus the miniature safety equipment at Battle Creek not only helps make good school and street pedestrians out of the children, but also good back-seat drivers who sharpen their parents' observances of traffic signals.●



Children learn to understand the meaning of traffic lights and what they, as safe pedestrians, should do.



Can Never Be A One-man Job

THE formation and operation of a well-balanced safety program in a college or university is *never a one-man job*. The appointment of a campus safety director, a faculty or staff member to develop safety activities in addition to his other duties, will, in itself, not ensure that the college will be a safe place. To be effective the program must reach every member of the staff, student body, visitors and service people. It must make the entire "campus community" feel that it has a responsibility and a contribution to make to personal safety and the safety of others.

Active safety boards, committees and councils have proven to be among the most desirable means of implementing a safety program. They effect almost every aspect of campus activity, and have the potential of getting many persons in the institution to shoulder their full share of responsibility for preventing accidents and increasing safety awareness.

Objectives

Colleges and universities would not exist if it were not for their stated mission of the education of students. Therefore the *ultimate objective* of the college safety program is preventing accidents to students and instilling knowledge and attitudes to carry over into their off-campus activities and later life. For this reason students are included in increasing numbers in the organization and planning of campus safety activities. The program must also include preventing accidents to faculty staff members, service people and the general public.

In attaining the ultimate objective, there are numerous *specific objectives* which greatly assist in reducing accidents and making the college community an example of good living practices:

Daniel Webster is the staff representative, Higher Education Section, School and College Division, National Safety Council. James Nihan is the director of safety education, State University of New York, Albany.

SAFETY EDUCATION

Any college or university accident prevention program must include — be planned by — a student safety council or board to insure success. The organization and responsibilities of such groups are discussed.

By Daniel P. Webster and James F. Nihan

1. Assign certain safety duties to individuals who otherwise might fail to do their part.

2. Arouse and maintain the interest and voluntary participation in safety activities of everyone on campus.

3. Provide discussions of general and specific safety problems and their solutions.

4. Improve the cooperative spirit among all members of the organization.

5. Give everyone, the safety director particularly, the opportunity to secure the advice of other members of the college, many who may be experts in their field.

Organization

The selection of interested, capable members is of utmost importance. No matter what their status, whether faculty, administrative or operational employees, or students, the members must have sufficient time to spend on safety activities. Local conditions will influence the choice and number of members. Five to nine members seem most efficient.

There are three general types of group organization for safety, each with somewhat different functions, and hence with different composition:

College or University Safety Board.

As the term *board* implies, this is usually a small, top-level administrative group, appointed by the president and empowered by him to make, interpret and enforce policies on safety. This is usually found only in large universities where the administrative heads find it expedient to delegate authority.

Typical membership of the board includes the administrative head or a vice president for administration as his direct representative, as chairman. Other members, appointed by the president include deans, deans of students, chief business officer and budget director. If the college has a director of safety, he normally serves as secretary, frequently without voting privileges. To assist and advise the board, *technical advisors* are often appointed.

The College or University Safety Committee.

The committee is a recommending agency. In its advisory capacity, it makes recommendations to the administrative head on problems of safety

and welfare. While it performs certain operational duties, these are limited to fact finding, such as reviewing accident and inspection reports.

When establishing a safety committee, the president usually appoints members. However, subsequent appointments are usually made by the vote of the committee members, or by the heads of departments represented.

In order to inject new life constantly into the committee, the by-laws of the committee should include a provision to retire one-third (or other fixed number) of the members each year and to add new members who serve for a two or three-year period.

It is important that all major operational areas and activity groups be represented. The college president, or his direct representative, should be on the committee. If the chairman is not appointed by the administrative head, he should be the member with greatest authority. The college safety director usually serves as secretary and technical advisor. Other members typically include:

Deans of students, financial secretary or business officer, director of buildings and grounds, representatives of academic departments, representatives of student organization or student safety council, director of housing, college physician, maintenance, instructor of safety education, representatives of departments with high accident potential, such as health and physical education, chemistry and other laboratories, vocational shops.

The college or university may also use *technical advisors*, appointed as "ex-officio" members, or as consultants.

College or University Safety Council—or Student Safety Council.

While this body rarely has administrative or enforcement powers, it performs a tremendously important function of getting safety ideas to students and, in turn, suggestions (reports of hazards) from the students. It normally is a functional part of the college or university student council and should have representatives,

usually the officers, on the safety committee. This body should not perform enforcement duties. If the university has a faculty-student "traffic court," these responsibilities should be assigned to the traffic and parking committee, and not to the safety council.

Organizationally, the safety council should have student representatives from each year level, including graduates. The proportion of students is usually greater for the upper classes because of their greater knowledge and experience in the campus community. Student representatives from the Inter-Fraternity Council, Pan-Hellenic and dormitories should be included. There should also be representatives from the student newspaper and radio, service fraternities such as Alpha Phi Omega, Circle K, Civiton, and Blue Key which may sponsor or conduct safety activities.

Technical Advisors, Departmental Safety Committees, Special Safety Committees.

Whether the college or university has a safety board or safety committee, it will need the services of technical advisors. Invitations to serve as a member of this group should be extended by the president, particularly if a safety board has been established. Wherever problems or considerations fall within this group, its advice should be sought.

Examples of the type of membership are: air force and army ROTC, departments of baking science and management, and home economics, building custodian and grounds superintendent, schools of education and arts education, campus elementary and high school, department of physical education, members of nuclear safety committee, director of police, representative of engineering school, president of student body, director of social activities, professor of department of psychology, camp director, director of college laundry, director of campus dairy.

Certain departments have greater exposures to accidents than others and these should establish *departmental safety committees*. Composition of these committees should adequately represent all functional areas of the department and include student representatives.

The highest ranking member normally serves as chairman, and he should be a member of the college safety committee, or as a liaison to the college safety board.

Depending upon their responsibilities, *special safety committees* may have considerable power in terms of enforcement and conducting hearings on violations. These committees, which usually cut across all departmental lines, include

a traffic and parking committee, fire safety committee and other committees working on a *specific* aspect of safety. A relatively new committee of this type is one on radiation safety. Memberships include personnel and students of the departments, activities or facilities directly related to the specific problem area. As in the case of departmental safety committees, the chairman of special safety committees should also serve on the college safety board or safety committee.

To conduct short-range campaigns, special sub-committees of the three basic organizations could be appointed to plan, for example: a Spring Clean-Up Campaign, or a Home for the Holidays—and Back, drive.

Functions

The functions of a safety committee are three-fold: legislative, executive, and educative. In considering these functions, the major difference between activities of a safety board and those of a safety committee, is that the board may initiate, interpret and enforce safety policy, whereas the committee can only recommend safety policy for adoption by the administrative head.

Legislative means the determination of desirable safety policies, the recommendation to administration that they be adopted, and the follow-through necessary to determine administrative action. Such policies must be worked out in detail by the safety committee before presentation to the president. Some of the questions of policy which may be presented by a safety committee are:

1. *Standard operating practices, including safety rules and systems of rewards and penalties.*
2. *Standards for guarding machinery and equipment, and for design, purchase and construction of new machinery, equipment and buildings.*
3. *Procedures and tools for reporting and investigating each accident, including employees, students, faculty or staff members or the public, periodic summaries of accidents occurring within the college.*
4. *Questions of safety policy, including the procedure for dealing with any specific problem which arises.*

Executive means the authority and the ability to get things done. Having this proper authority and the ability, the safety committee can:

1. *Act as a clearing house for safety ideas and activities and follow through.*
2. *Investigate accidents and hazardous conditions and recommend action.*
3. *Supervise and promote safety contests or competitions and award prizes.*
4. *Make decisions which effect safety standards and operating methods.*

to page 39

Howard Pyle Elected NSC President

HOWARD PYLE was recently elected president of the National Safety Council by the Council's Board of Directors. The former governor of Arizona and a deputy assistant to President Eisenhower, Pyle succeeds Ned H. Dearborn, who retired Jan. 1.

For the past three years Pyle has been a presidential assistant directing policy and liaison in the field of federal-state-local government relations. He was primarily responsible for developing the work of the new Joint Federal-State Action Committee for stronger, more responsible local government. The planning contact man for the President's Committee for Traffic Safety, Pyle keynoted many of the committee's national and regional meetings.

In welcoming Pyle to the Council, Walter F. Carey, chairman of the board, said: "The National Safety Council is delighted that Mr. Pyle could accept an invitation to become its president. He has a background of public service and safety that fits him admirably for his responsibilities with the Council. We feel that we have been extremely fortunate in finding an ideal successor to Ned H. Dearborn."



President Howard Pyle

Dearborn now becomes president emeritus and is living in Titusville, Pa.

During the past 30 years, Pyle has been a communicator in advertising, a program manager and vice-president of KTAR Phoenix and an overseas correspondent in the Pacific during World War II. He reported the Japanese surrender from the *U. S. S. Missouri* and was the first radio correspondent to land in Japan with the U. S. ground forces.

During his two terms as governor of Arizona, he was twice chairman of the Western Governors' Conference. He also served as vice-chairman of the National Governors' Conference Committee for the promotion and formation of the present expanded national highway construction program.

Good News, But—

Preliminary figures on the number of accidental deaths in 1958 have just been completed. These figures show 4,300 fewer deaths than in 1957.

This reduction is good news for the country and is heartening to all those who work for accident prevention. It also is evidence that unremitting efforts to prevent accidents do save lives, and reduce human and economic loss to the nation.

However, alongside the 4,300 lives saved stands the grim toll of the 91,000 people killed by accidents in 1958.

This appalling number of dead leaves no basis for satisfaction or complacency over the reduction that was achieved. Rather, this modest success, together with the magnitude of the task confronting us, should bring more intensive efforts.

More imagination and greater initiative in applying proven methods and techniques must be combined with an endless search for better methods and fresh approaches to the solution of the accident problem.

Walter Carey
*Chairman, Board of Directors
National Safety Council*

After investigating the catastrophic fire
at Our Lady of the Angels School, the—

Coroner's Jury Recommends

Proper fire protection is not a luxury—it is a necessity. It is just as important to a school as having a heating plant or proper desks. School officials have a moral responsibility to return the pupil safely to his home—education is not

their sole function. To get proper fire protection, all that is needed is (a) the desire to have it, (b) money and (c) time. These recommendations are based primarily on safety to life, with property preservation of only secondary significance.

THE above statement was included in the foreword to the recommendations in the *Findings of the Coroner's Jury*. The Coroner's Jury was appointed to investigate the tragic fire on Dec. 1, 1958 at Our Lady of the Angels School in Chicago.

The Coroner's Jury concluded that due to lack of evidence the origin and cause of the fire are undetermined. Members of the jury prepared the following recommendations for adequate fire safety protection in schools.

"Failure to comply with the first two recommendations below would result in a complete reappraisal of adequate school protection from a fire safety standpoint—these two are basic and must be adopted to secure adequate fire protection," the jury stated.

Summaries of all the jury's recommendations follow:

1. Approved* automatic sprinklers for all school buildings regardless of height. Total sprinkler coverage for Type III schools (masonry walls with wooden floors and roofs) and Type IV (wooden construction). More limited coverage including enclosed stairwells for Type I schools (non-burnable materials with supporting members well fireproofed) and Type II

(non-burnable materials with supporting members lightly fireproofed or unprotected). New schools should be of the latter two types.

2. Total enclosure of all vertical passageways including stairwells with approved* fire doors with wired glass panels. Eliminate or block off old masonry ventilation shafts which act as flues to spread fire rapidly.

3. Approved* fire barrier doors on all corridor and room partitioned openings.

4. Wired glass or metal protection for ordinary glass transoms over doors in the hallways and for corridor windows and transoms nailed shut.

5. Fire alarm system, operated manually and automatically, to alert both school occupants and the fire department.

6. Fire alarm pull boxes, conspicuously marked, within 100 feet of the entrance to school building. Connect all buildings' alarm systems to the city box.

*"Approved" means manufactured in conformity with the Standards of the National Fire Protection Association, together with testing and listing or certification by a nationally recognized fire protection equipment laboratory (such as Underwriters' or Factory Mutual Laboratories).



—Chicago Tribune photo

7. Fire departments should send as much equipment and manpower through a telephone alarm of the school fire as through a "box" alarm.

8. Enforce fire code provision requiring each school to have the proper number of the correct type of approved* hand fire extinguishers, properly distributed throughout the premises.

9. Swinging, smoke barrier doors to subdivide hallways more than 300 feet long.

A complete report of the tragic fire at Our Lady of the Angels School is available in pamphlet form from the National Fire Protection Association, 60 Batterymarch St., Boston.

10. Prohibit by law blocking or wedging open any fire safety door. Require fire inspectors to report such violations. Require by law that each fire safety door be marked *Fire Safety Door, Keep Closed at All Times, Illegal to Block Door Open*.

11. Require electric exit signs. Electric circuit supplying exit signs should be separate and used for no other purpose. They should be connected to remain lighted though all other electric circuits fail.

12. Automatic heat or smoke detection units installed in central air supply fans or exhaust fans to stop fans automatically.

13. Prohibit nailing screens over school room windows. Permit on gymnasium windows or others too high for an exit or needed to prevent glass breakage from play or vandalism. If needed, attach screen by hinged, screen frames.

14. Require at least 20 square feet per pupil on "net room area" basis to limit school room occupancy.

15. Fire Prevention Bureau inspectors should be required to report all fire or life hazards. New hazards not covered by code should be brought to the attention of the authorities.

16. The Fire Prevention Bureau should prepare a complete and detailed manual for school personnel or train school personnel on fire safety.

17. At least monthly fire drills with no advance notice. Require total evacuation and simulate a fire condition, such as blocked off exits.

18. Proper incineration equipment in cut-off basement boiler room or other segregated service area. Waive incineration if waste paper is bailed daily, kept in sprinklered, segregated

room and removed weekly. Permit temporary daily accumulation to be kept only in covered metal drums in a fire resistive, segregated area under custodial control. Prohibit outside, open burning pits.

19. All doors for emergency exits from building to open in direction of exit travel, equipped with panic-bar. Only exception are classroom doors, which should operate by knob from inside the room.

20. Combustible trim and acoustical ceiling materials should be covered with an approved fire-retarded paint.

21. All school fire safety legislation should be retroactive to existing buildings, with reasonable time for compliance.

The jury considered many other worthwhile fire safety measures, essentially administrative by school system governing bodies rather than legislative in nature. These recommendations follow:

1. Prohibit the use of hallways, corridors and stairwells for storing combustibles. Pupils' clothing should not be hung in the open in hallways. Eliminate storing old furniture, trash, old lumber and other combustibles in building service areas—temporary storage only in sprinklered, segregated custodial areas.

2. Old boiler rooms in combustible buildings should have masonry walls and partitions, metal lath and plastered ceilings; old unused openings bricked up and approved* fire doors.

3. Permit only responsible electricians to work on the school wiring which should be checked at least annually.

4. All exits and windows should be workable. The custodian should check daily to see doors are unlocked and panic-bars are operative and exit lights are lit.

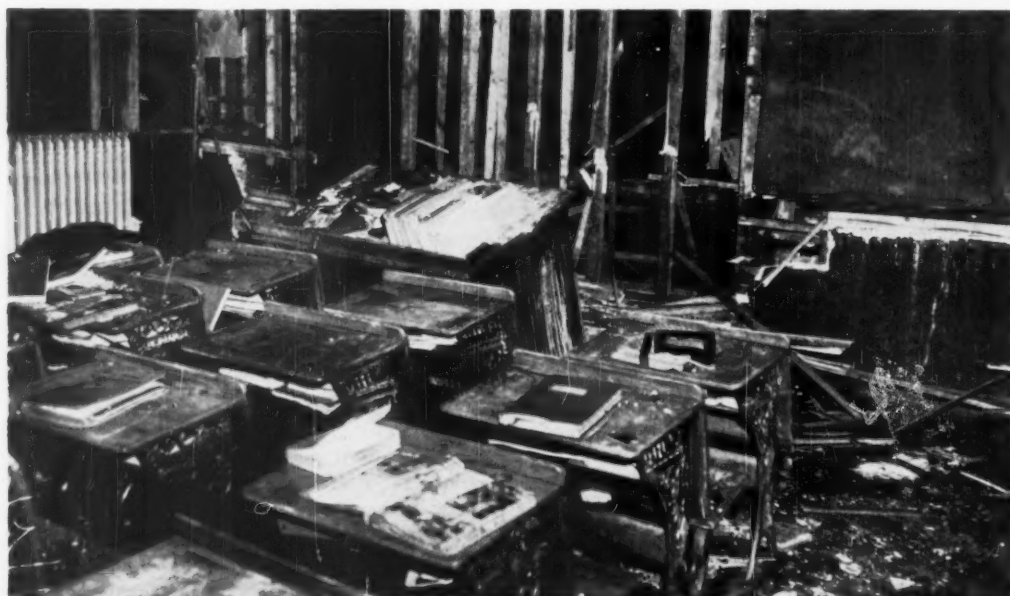
Single copies of the complete *Findings of the Coroner's Jury* are available from the National Safety Council. Write Charles French, School and College Division.

5. School stages with scenery must conform to all provisions required of theaters. It is not valid to consider that two doors in a classroom opening into the same corridor meet the requirement for two exits.

6. Major school systems should employ a qualified fire protection engineer to plan for, supervise and maintain all fire safety requirements. He should conduct a continuing educational program for school personnel.

7. Applicable standards of the NFPA affecting construction of and fire protection equipment in schools should be incorporated in city codes.

8. Much of the cost of major fire protection can be eliminated if the protection is planned for while the new school is still on the drawing board. Such plans should be checked by the local fire insurance rating authority●



An open book—writing on the blackboard—remain as grim reminders in the gutted building.

—Chicago Tribune photo
SAFETY EDUCATION



Deepfreeze Lab Tests

Winter driving experiments included a driver education pilot study to find better methods to teach safe travel on ice and snow.

SLICK drivers skidded around a slick area for two weeks—and they called it *research*.

Actually it was the 1959 Winter Driving Tests held near Clintonville, Wis. Test drivers experimented with vehicles, equipment and driving techniques under severe winter conditions. Three days were devoted to a driver education pilot study—seeking better ways to teach students how to travel safely on ice and snow.

The Winter Tests, an annual research project sponsored by the National Safety Council's Committee on Winter Driving Hazards, began on Jan. 19.

Heads of Midwest driver education associations and driver education supervisors from state departments of education gathered winter driving information at the "deep-freeze" lab on Pine Lake. They witnessed demonstrations on the traction, braking and cornering ability of various weight classes of cars, both American and European.

Test drivers demonstrated stopping distances with highway and snow tires and reinforced tire chains. After each showing, the driver education teachers then practiced the skill demonstrated. The same procedure was followed for demonstrations of braking techniques, gaining traction and testing the effects on different factors in traction, such as, one wheel on ice and one on snow.

The teachers saw the technique for correcting a skid and were shown the importance of correcting early in the skid.

The third day of the pilot study centered around teaching methods and techniques. The driver education teachers and four high school students participated. After the professional test driver demonstrated the various skills, each teacher had an opportunity to teach each student three techniques of winter driving.

The Driver Education Advisory Committee on Winter Hazards is composed of:

Peter Yost, director of safety education, University of Wisconsin, Madison, Wis.; Richard Bishop, Traffic Safety Center, Michigan State University, East Lansing, Mich.; LeRoy Floriano, Green Bay Vocational School, Green Bay, Wis.; Duane Cismaski, driver education instructor, Clintonville High School, Clintonville, Wis.; James Busch, Department of Public Instruction, Madison, Wis.; Virgil Davis, driver education instructor, Office of Public Instruction, Springfield, Ill.; Lawton K. Smith, Driver & Safety Education Division, Portage Township Schools, Portage, Mich.; Ben Precourt, safety director, Wisconsin Division, AAA, Madison, Wis.; Robert R. McKay, safety director, Ottawa Township High School, Ottawa, Ill.; Robert Shinn, Traffic Safety Center, Michigan State University, East Lansing, Mich., and Ivan L. Eland, staff representative, National Safety Council.

Automobile manufacturers provided the cars for the tests, the 14th since the tests began in 1939. The 29-man Committee on Winter Driving Hazards is composed of traffic safety authorities and representatives of automotive firms and commercial vehicle organizations. Chairman is A. H. Easton, director of the Motor Vehicle Research Laboratory at the University of Wisconsin●

$$D = ST$$

Math

$$F = MA$$

$$\frac{f}{w} = \frac{a}{g}$$



A MOVING body continues to move in a straight line until acted upon by an outside force.

A body at rest has a tendency to remain at rest.

Kinetic energy of a moving body varies as the square of the speed.

The force of impact varies as the square of the speed.

Do these statements sound familiar? They are all scientific statements which every high school graduate has become acquainted with somewhere along the line, whether in general science, physics, mathematics or driver education.

Driver education! It is possible that the natural laws, mathematical formulas and solutions to mathematical problems have a place in a course about driving an automobile?

This question can be answered quite simply by discussing the content and scope of driver education as offered in high schools.

Of course classroom driver education is but one phase of the total driver education program in high schools. In contrast to the classroom

By Melvin T. Schroeder

phase, practice driving is the behind-the-wheel phase and both are referred to as driver education.

Although discussed throughout the entire classroom driver education course, one unit is devoted entirely to the natural laws and how they affect driving. For instance, a driver approaching a sharp curve must decelerate proportionately so that centrifugal force does not dominate and cause the automobile to leave the road. Of course, the tires must have good treads and be properly inflated to assure a sufficient amount of friction between tire and road surface. The knowledge of natural laws provides a better understanding of the necessity to slow down when approaching a curve and to accelerate as the automobile comes out of the curve.

The driver education student should be aware of the effects of gravity on the operation of the motor vehicle. He learns why it is important to downshift in ascending or descending a hill, or crimp the wheels in a hill parking situation.

To tell the student of the terrific force engendered by a violent crash between two automobiles is one thing, but mathematically to determine for himself the force exerted by the accident in terms of foot pounds or "G" factor is indeed more meaningful to him. This he does in driver education and thereby develops an improved attitude toward driving.

Problems of distance and time are the every day concern of both pedestrians and motorists in the traffic scene. How many motorists think of stopping an automobile as a problem in mathematics or science? Yet, the average motorist is unaware of the distance an automobile travels before coming to a complete stop after the driver is confronted with an emergency situation.

Many factors are involved in this situation, such as sight distance, reaction time, condition of the brakes and tires, road surface and weather conditions. The driver education student understands the importance of these factors. By using mathematics, he is taught to calculate the stop-

Melvin Schroeder is the supervisor of driver education, Los Angeles City Schools, Calif.

Makes the Driver—◆

A driver education student can better understand the principles of driving—and develop good driving attitudes—by using mathematics.

ping and braking distances at various speeds and it becomes more meaningful to the young student than merely being told the answer. Again, a change in attitude is sought through a knowledge of natural laws and the application of mathematics.

Safe driving is economical driving. The jack rabbit type of driver would be much better off walking than driving in traffic—to say nothing of being safer. Don't tell the student this, let him figure it out for himself. Permit him to use his understanding of centrifugal force, friction, gravity, kinetic energy, force of impact and inertia as well as his mathematical skills. The method of solution is not secret; it's a mathematical process now put to good use by the student and driver education teacher in an applied situation.

Speaking of the economics of driving, another unit in driver education is "The Construction, Care and Economical Use of the Automobile."

A DRIVER EDUCATION FEATURE

Once again the student, under the guidance and leadership of the teacher, finds himself preparing an automobile budget. He determines the cost of gasoline, lubrication, repairs, registration and license fees, insurance and depreciation. He becomes more sensitive to the daily operational and maintenance cost of an automobile. Mathematics becomes more interesting because it is applied to a problem of teenage interest—the automobile.

Because the purchase of an automobile is probably one of the largest expenditures one will make in a lifetime, students in driver education are taught to be consistent in their thinking and discriminating in their selection of an automobile. Such items as initial cost, trade-in value, interest rates, gas mileage, depreciation and maintenance costs are important. These are approached as applied mathematics. The student determines these costs and values driver education; thereby he increases his working

knowledge of mathematics and his understanding of adult economics.

Mathematics and science for the driver education student are not enough. The driver of tomorrow develops an understanding in many areas of traffic safety. He must know his responsibilities as a driver and realize that driving on the streets and highways is a privilege and not a right. As long as the motorist adheres to the rules of the road and practices good driving habits, he may retain this privilege. However, if he fails in his responsibilities the privilege is taken from him. The student of driver education understands and appreciates this viewpoint.

Knowledge of the rules of the road, important as it is in the safe operation of the automobile, is not the complete answer to the traffic problems of the young driver. It is important that he possess good visual acuity, depth perception, peripheral vision and reaction time. (*See Data Sheet in this issue.*)

The elements of safe vision are important aspects to any driving situation. With this in mind, elementary physiology of the eyes is discussed. This will include an understanding of visual acuity, the importance of good binocular vision to solving problems involving space and distance, field of vision and applied problems involved in night vision. Resistance to glare and recovery from glare are explained as they are experienced in driving. Students are given techniques for minimizing the night glare factor of approaching cars.

We know that drivers will vary in these physiological factors. The driver education student becomes aware of his physical limitations and those of others. He discusses with his teacher the ways of compensating for his deficiencies while operating an automobile or as a pedestrian. But of greater importance is the fact that he learns that others may not do or be able to do what he would do in a given traffic situation because of physical differences.

Major causes of accidents and their cost to society, how laws are made and enforced and the motor vehicle code are all important phases of the driver education course. Not only do the students acquire a knowledge and appreciation

of these segments of the course in driver education, but develop as well a good healthy attitude toward them.

With this classroom background, he then receives on-the-road training. Beginning with an understanding of the mechanical operation of the automobile, appreciation of the gauges, controls and safety devices, the practice driving student embarks upon a long-anticipated experience. From this elementary, basic phase of the learning process, Mr. or Miss Future Driver is taught to start and move the automobile forward and in reverse. From this point in the course, through progressively more difficult maneuvers, he soon is driving the dual control automobile under supervision of a qualified teacher on our streets and highways.

Once again, it must be emphasized that acquiring and developing skills and knowledge in the safe and economical operation of the automobile is important, but equally important is the development of good driving attitudes. These are the objectives of driver education.

How does one test the value of a subject in the school curriculum? Many will do it on the criteria of academic work. Some will ask, "Is this useable?" Others will inquire, "Is this consistent with a democratic philosophy of living?" There is, also, the person who asks, "Does this pay off in fewer accidents, fewer citations?" Such inquiry is good. May we suggest the final hurdle—ask your son or daughter. The student who has completed driver education will give you an honest appraisal●

Five Ayes for Driver Ed

WHY should public school administrators and college administrators including our scientists and the general public take more interest and an active part in the driver and traffic education program?

First, because of the high traffic death rate in the United States which claims approximately 38,000 lives a year. Accidents rank fourth as one of the main killers in the U. S. There are more than a million people suffering from injuries which run the cost tremendously high and deplete many people's savings and earnings.

Second, the rapidly increasing cost of insurance where the rates are established by a Rating Bureau and based on accident statistics and experiences. The drivers of the automobiles set the rates and a lot depends on the accident records, whether the rates go up or down. Numerous single injury cases have been settled for more than \$300,000. In 1957, parents paid 190 million dollars in added insurance premiums because their sons or daughters drove the family car. This is about three times the budget needed each year to prepare every boy and girl in an approved driver education course.

Third, the increased cost of repairs of traffic accidents. The new cars with all

their chrome and beautiful fenders cost the American citizen around seven million dollars a year according to the Association of Casualty and Surety Cos. We spend only 10 million a year on public education in the U. S. This problem should be the concern of every citizen in the U. S. who owns an automobile.

Fourth, the waste of human and material resources which include some of our brightest students who are involved in some of these automobile accidents. Since the advent of the automobile, we have killed more than a million of our American citizens. Since Russia and her associates can muster more men than we can, this makes our people not expendable.

Fifth, the overburden on our medical services where sometimes the hospitals are overcrowded because of traffic accidents. This is a drain on our blood banks, medical supplies and hospital beds.

For these reasons, driver education should be the concern of every citizen, every school official and university administrator.

—Frank B. Haar, professor of health education, University of Oregon, Eugene, Ore.

Student accidents make—

THE bite of a mouse is news—if it happens in a school science laboratory and the injured student wears a bandage for a few days. A bandage usually prompts others to ask, "What happened?" or "How come?"

MOUSE OBJECTS TO SQUEEZE; BITES STUDENT

The "how come" to the above headline is the very short story about a mouse in a school science laboratory who enjoyed a brief excursion from his cage. In the scramble to catch the mouse before he created a panic in the school's halls, the student was bitten.

"I guess I squeezed him too hard and he bit me," the student said later.

This accident and others involving students were written up for use on an "accident" bulletin board at Skokie Junior High School, Winnetka, Ill. The board is maintained by members of the Bicycle Committee, a school group primarily interested in bicycle safety.

Committee members interview accident victims, write up the story, and post it on the bulletin board. The board, 12 feet by four feet, has ample space for numerous safety stories and pictures which are keyed to the main accident story.

For example, on the bulletin board with the mouse story, the students posted a sketch of a mouse drawn by a committee member, an interview with the head of the science department on safety techniques in the laboratory, and several other accident stories and features, including one with this headline:

GUILTY CONSCIENCE FORCES STUDENT TO CONFESS HOAX; WHO IS SHE?

This story, turned in as an English composition, was the confession of a student who for several days had shown students a bandaged finger with a rusty nail protruding through the bandage. She wrote she had purchased a bent nail at a novelty shop. A few guessed her identity, remembering the incident, although the "accident" had occurred several months earlier.

Written in newspaper feature style, the stories are typed up with a primer (large type) type-

Mrs. Genevieve R. MacDougall is a seventh grade teacher at Skokie Junior High School, Winnetka, Ill.

MARCH, 1959



By Genevieve R. MacDougall

writer on regulation typing paper. The two-inch headlines on the stories and the pictures are printed with a felt pen.

Accidents to be written up are selected on the same basis a newspaper editor would choose his stories from the day's run. Accidents which are funny, or have a twist, or concern VIP's, or have a good safety message are used. No story, however, is used without a written OK from the accident victim. Occasionally a student asks the committee not to use his story.

In interviewing the injured, the student reporters use regulation accident cards provided by the school nurse, who cooperates in the safety project. The usual questions of where and when are always asked for the permanent records, but in addition, the students ask such questions as, "Could this accident have been prevented?"; "Do you think this could happen

again?" and "Did you miss anything because of the accident?"

The safety admonitions are apparent in these questions but they also give the student reporter an idea of how he might write his story.

—One student who was injured while ice skating was quoted as saying the accident could have been prevented "by not skating backwards."

—The major result of a broken nose accident to the student concerned was that he missed his class Christmas party!

—Another student who fractured his elbow in a fall said that the way he could prevent future accidents of this sort was by not running into the house so fast when dinner was called!

—One girl who received a toe injury in a line soccer game when another player mistook her toe for the ball and kicked it, refused to comment on how the accident could have been prevented.

Permanent features of the bulletin board are charts illustrating where accidents happened at school, when they happened, how they happened and the type of injury. A long story summarizing and analyzing the statistics on the charts and comparing the number of accidents this year with last also is kept intact. The accident stories, however, are changed daily.

Only those accidents which are serious enough to warrant a visit to the school nurse and which are school-oriented are counted in the statistics. However, other stories of ice skating mishaps, bicycle accidents on the village green and so forth which happened outside of school are used on the bulletin board.



Accident victim is interviewed by members of the committee while one member sketches the accident sequence.

The type of the side safety stories depends on the main accident story. For instance:

GIVES FRIEND RIDE ON BIKE; BREAKS ARM

This main story called for other stories on bicycle safety. There were stories on the school and village bicycle laws, the safe way to ride a bicycle, pictures from the Bicycle Committee's files, and a cartoon of two boys on one bicycle.

Articles on safety in the school shop, in the gym and on the playground, in the homemaking rooms, the science laboratory, on specific sports such as swimming, on street crossing, on safety measures in the home and an interview with the school nurse on first aid, have been displayed at one time or another.

Currently the bulletin board is featuring the pitfalls of tree climbing. The stories and cartoons center around a sixth grader whose tree climbing adventures ended in a serious injury. The tree climber lost his balance and fell against a tree branch stub, which pierced his arm. Thirteen stitches were necessary.

A side story includes the proper way to climb a tree. The cartoons illustrate "dangerous" tree climbing as well as safe ways to climb a tree.

How successful the bulletin board can be in cutting down the accident rate can not be measured. There is no doubt, however, that the accident bulletin board is read and talked about. The accident stories and pictures of their friends are good "bait" to attract students to read all the safety articles and perhaps to become safety conscious.



While one girl sketches in a headline, another is adding a statistic to the chart. The third prepares to post story.



Rotarian contest judges hold the winning posters from each high school which were used to promote the safety campaign.

I'VE GOT THE *Guts* TO BE CHICKEN

You guys are chicken!
You're all sissies—you don't have any nerve.

THESE words dared two car-loads of teenagers to speed recklessly down a highway in Long Island. They said they wouldn't "chicken out"—and neither did. There was a sickening crash. Toll: four young lives snuffed out.

Soon after this tragic incident, a group of civic-minded Rotarians came up with an idea to help reduce such teenage recklessness. Members of the Mineola-Garden City Rotary Club developed the slogan "I've Got the Guts to Be Chicken," and started their campaign.

With this "word weapon" they hoped to arm young people against the taunts of other juveniles whose invitation to wrong doing usually begins or ends with "Don't Be Chicken." They understood the teenagers' need to be admired by their contemporaries and their insecurity which motivates them to "prove" themselves

through dare-devilish acts. They wanted to help these teenagers refuse to be bullied into foolish, rash and dangerous acts by mocking students.

The Rotarians' first step was a poster contest to promote their slogan. Each of the four high schools screened their own posters and sent the best to the Rotary Club for final judging. Prizes ranged from \$100 first prize to 25 \$1 honorable mentions.

The four winning posters were combined into a hard-hitting visual aid to make young people more aware of the dangers inherent in giving into cries of "Don't be chicken."

The composite design will be popularized on placards, emblems and other matter to spread the word throughout the community. They even presented their idea at the International Rotary Conference.

The members said their program would be a success if they could convince all youngsters in their two communities that to admit being "chicken" shows greater personal courage than not admitting it ●

Leo Choplin, photographer, took the picture for use in Telephone News, published by the New York Telephone Co.

MARCH, 1959

Desirable Experiences in Elementary Safety Education

An official statement of the Elementary School Section, NSC

DESIRABLE experiences in elementary school safety are extremely important since they form the foundation of a life time of safe living.

An elementary school which is providing desirable experiences in safety education should be able to point to definite accomplishments in seven specific areas according to the Elementary School Section, School and College Conference, National Safety Council.

1. Schools with desirable programs provide safety instruction to meet the needs of the pupils. The needs may be determined by:

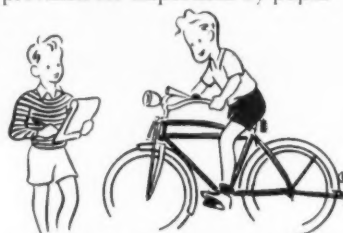
- a. an analysis of the temporary and permanent hazards of the pupils' environment
- b. an analysis of the hazards associated with the pupils' activities
- c. an analysis of the records collected through the standard student accident reporting system
- d. an analysis of the hazards associated with the seasons and with such special days as Christmas, Halloween, the Fourth of July
- e. a consideration of individual pupil's abilities, limitations and problems



2. Schools with desirable programs provide for the active participation of pupils in caring for their own safety. For example,

- a. provision for pupil safety organizations, such as junior safety councils, school safety patrols, student safety committees, school building patrols, monitors and bicycle clubs

- b. provision for pupil information and evaluation of rules for action
- c. provision for inspections by pupils



3. Schools with desirable programs utilize instructional aids for a well-rounded program of school, recreation, traffic, fire, seasonal, civil defense and home safety. Such aids could include:

- a. text materials: books, lesson units, work sheets
- b. audio-visual aids: motion pictures, film strips, glass slides, posters, models
- c. pupil-made materials



4. Schools with desirable programs provide realistic opportunities for supervised practice in meeting hazards. For example:

- a. in crossing streets and railroad tracks
- b. in using school equipment, such as pencils, scissors, saws, stoves, slides, swings
- c. in using transportation systems
- d. in emergency drills
- e. in performing science experiments
- f. in physical education and recreation activities



5. Schools with desirable programs keep safety in the forefront of the consciousness of pupils, parents and teachers. Among the tools to accomplish this are:

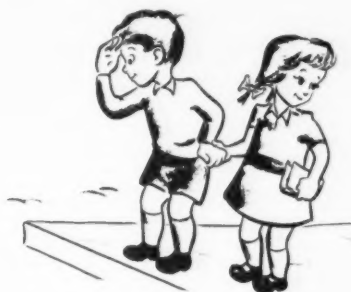
- a. exhibits and bulletin boards
- b. slides or drawings of accident statistics
- c. posters and other art work
- d. assemblies, radio broadcasts and television shows
- e. school and community newspapers
- f. maps showing prevalent accident locations and safe routes for walking
- g. home and community inspections



6. Schools with desirable programs cooperate with other community agencies. Opportunities for such cooperation are:

- a. conducting an active safety program among school patrons

- b. aiding in the preparation of the community's report for the Annual Inventory of Traffic Safety Activities, the American Automobile Association Pedestrian Program, the Inter-Chamber Fire Waste Contest of the Chamber of Commerce
- c. cooperating in communities' safety activities, such as Fire Prevention Week, Clean-up Week
- d. supplying a safety speaker for a community enterprise



7. Schools with desirable programs take the steps necessary to:

- a. establish and maintain school plant, equipment, transportation facilities in safe condition
- b. provide in-service education for the school faculty and other personnel, including opportunities for serving on safety committees, helping to write teachers' guides or courses of study and attending safety conferences.

The above statement was prepared by the Elementary School Section in 1952 and revised in 1959. This statement may be used to implement the chart of "Safety Needs of Elementary School Boys and Girls," which appeared in the October, 1958 issue of *SAFETY EDUCATION*. Both this statement and the chart are available in reprint form●

The committee which prepared this statement was composed of Bertha Trunnell, Jefferson County Schools, Ky., chairman; Ruth M. Blackman, Hazel Park Schools, Mich.; Zenas R. Clark, Wilmington Public Schools, Del.; Lillian Gilliland, Oklahoma City Public Schools, and Claude W. Hippler, Pasadena Public Schools, Calif.

MARCH, 1959

The evaluation and revision committee was composed of Dalibor W. Kralovec, Philadelphia Public Schools, Pa., chairman; Mrs. P. D. Bevil, National Congress of Parents and Teachers; Dan Foster, Hayward Public Schools, Calif.; Mrs. E. R. Knutson, Grand Rapids Board of Education, Mich.; George W. Nicoson, Evansville Public Schools, Ind., and June Otterness, Hutchinson Public Schools, Minn.



Railroad Patrol Sol

Enroute to school, the children walked
the cross ties, ran to beat the train
and faced danger each time they
crossed the tracks. How could school
officials prevent tragedies
from occurring?

PUT yourself in their shoes—and you would probably do the same thing.

Wouldn't you cross the railroad tracks rather than walk one and a half miles to get around the track every day—especially if you were an eight year old, and took such little steps and thought it was *silly* to walk that distance when the school was right across the tracks?

Savannah, Ga., had a problem. A complete railroad system runs right through the city. Children from all over the city bound for different schools had to cross the tracks at some point along the way. Freight trains would start their runs about the same time the children would start their walks to school.

These children were in constant danger. They would play, "tight-rope walk" on the tracks, pick up stones to throw at passing trains, and

climb on the box cars. Parents were frightened, school officials worried until finally the police department came up with the answer.

Led by Lt. Robert Funk, safety officer, the department organized a school railroad safety patrol. Boys selected for the patrol were stationed at the railroad intersections closest to the schools. Their job was to:

1. Be the eyes and ears of the boys and girls crossing those intersections.
2. Report any student playing on the railroad tracks to the school principal.
3. Prevent students from riding bicycles and loitering along the tracks and from taking short cuts across the tracks.

If no intersections existed, the police designated certain areas for crossings, and the patrol were posted at these spots. They are on duty 30 minutes before school starts and 15 minutes after students are dismissed.

Wearing their special badge engraved "School Railroad Patrol," the patrol guards the area. They have developed a high sense of responsibility for their own safety as well as the safety of others and hold much respect from their classmates.

Before they are permitted on duty, the boys receive training from the police department. They are acquainted with the railroad property, hazards and precautions necessary. Particularly stressed is the necessity of looking both ways

SAFETY EDUCATION



Patrol members stand a safe distance from railroad tracks and guard students from crossing as a train approaches.

lives Savannah's Problem

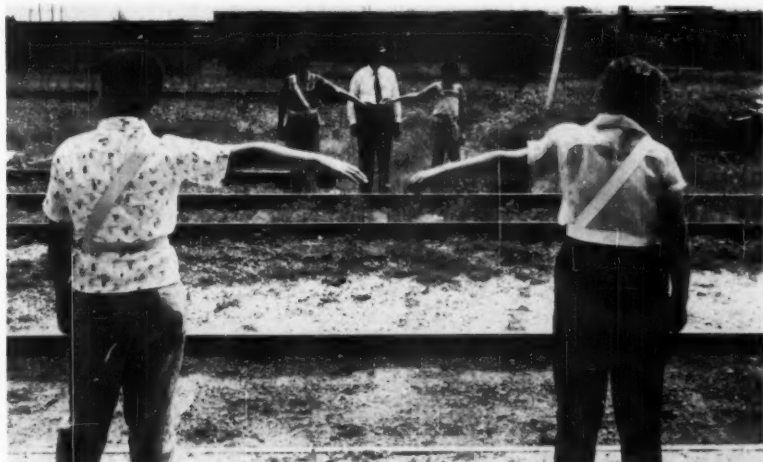
before permitting students to cross the tracks and holding students until a passing train is a good distance away and both tracks are known to be clear.

The success of the program can be seen in the records. Lt. Funk reported that up until the time the school railroad patrol was formed, Savannah had from 30 to 40 accidents among school children each year. During the two years the patrol has been in operation, the accident records are blank—not a single accident has occurred.

All three railroads have highly endorsed the program and have carried on a similar program in Norfolk, Va., and Birmingham, Ala.

Besides the records, testimonies from various schools also prove the program's success. One principal wrote: "The children have become alert to the bell signal at the crossing. They no longer walk the cross ties. Rocks and stones have not been found on the tracks, showing that they obey the patrol and stand well back from the tracks when trains are approaching."

Savannah's problem has been solved●



Patrol members are trained by Lt. Funk on railroad dangers before going on actual duty.



Uncover School Bus Problems

By Richard Harris

IF you were trapped in a wrecked school bus, equipped with "kickout" windows, how would you kick them out?

To answer that question a representative of a school bus company, reclined on the bus seat, snapped his heels against the lower edge of the window, and with quick pressure released the window and its gasket from the frame.

This demonstration for 60 pupils was part of a school bus safety topic which highlighted the fourth annual Junior High School Section of the Teenage Safety Conference of Camden County, N.J. The conference was conducted by the School and College Safety Committee of the Camden County Safety Council.

Pupils representing 47 schools in the county met in a school bus to discuss loading and unloading problems, panic situations and how to meet them. They also learned how to escape from a wrecked bus, including how to operate the "kickout" windows in the new buses, the location and operation of the emergency exit door, smoking on buses, and finally how to develop an emergency bus evacuation plan similar to a fire drill used in schools. A bus company loaned a bus for the students to use in demonstrations.

The topic, school bus safety, was chosen by representatives of high schools, social agencies and PTA's who agreed that the problem of transportation of students to and from schools

is of prime importance to the health and safety activities of the junior high school group.

Questions which the participants discussed in a buzz session were:

1. What plan of bus loading and unloading does your school have?
2. Do you know how the bus company has prepared your bus so that you and the driver may be safe inside in case of an accident?
3. In case of a fire, do you know where to locate the fire extinguisher?
4. Should the front door of the bus jam or be blocked due to an accident, could you operate the emergency door?
5. If your bus is equipped with "kickout" windows, how should you kick them out?
6. What are your ideas regarding bus drills organized along the lines of fire drills for emergencies?
7. What is the state law and safety regulations regarding hanging arms, hands, heads and equipment out of the windows?
8. If it is necessary to cross in front of the bus after getting off, should you cross while the light is blinking or wait until the bus leaves?
9. How do you meet the problem of vandalism (cut seats, lipstick, broken windows, etc.) on your bus?
10. What plan does your school have for bus monitors?

Climaxing the discussion was a surprise bus evacuation drill. The occupants evacuated in one and a half minutes. The students then recommended that since there was no lower step to the ground from the emergency door, a monitor or older pupil should stand by the door to help small children so they could get out quickly without being trampled.

Richard Harris, director, Safety Services, American Red Cross, Camden, N. J., was chairman of the planning committee for the Camden County Teenage Safety Conference.

VISION

and the Driver

Vision bears a relationship to safe driving analogous to that of good brakes, adequate road markings, good highway design and knowledge

of the rules of the road. None of these factors alone assures safety or good driving. But, they are prime factors needed for good driving.

Vision Standards

1. Vision standards recommended and/or adopted by different agencies vary between the following two limits and may be classed approximately as follows:

Desired standards: 20/20 or better in each eye, with normal binocular vision, no field restrictions, no muscular anomalies and no color deficiencies.

Minimum standards: 20/40 or better in one eye, absence of diplopia, and intact fields to at least 70 degrees in each lateral direction from a straight forward position.

The Problem

2. One of the big problems of vision for driving is that visual inadequacies are often hidden and not so readily determined. Almost one out of six drivers is visually handicapped from the viewpoint of highway safety without being aware of it.

3. Inadequate vision is an unnecessary handicap to safe driving. The solution is simply the discovery and correction of cases needing attention.

Factors of Efficient Seeing

4. Safe driving vision requires several visual skills:

a. **Acuity**—the ability to look at an object and see it without blur. A driver must have acuity to focus clearly and quickly on objects from a few inches to many yards away.

Under the best road conditions with good handling, dry pavement, clear weather and unobstructed vision, a car traveling 25 m.p.h. moves 67 feet before it can be stopped. A car traveling 50 m.p.h. covers 243 feet before the wheels stop. When the speed reaches 70 m.p.h., the driver finds himself 532 feet or more beyond where he first applied the brakes. Snow triples the distance and ice requires up to six times the stopping distance of dry pavement.

When the driver is handicapped by less than 20/20 vision, reaction distance increases, which in turn increases the stopping distance. This applies both to good and poor weather.

The average traffic sign with five inch letters can be read at about 280 feet by the driver with 20/20 vision. The driver with 20/40 vision must approach to within 113 feet of the sign before reading it. The driver with only 20/50 vision must be 90 feet from the sign. This means that a driver with 20/50 vision,



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traveling 60 m.p.h. under the best road conditions will be 227 feet *beyond* the sign before being able to stop.

b. **Depth Perception**—the ability to judge relative distances and to locate objects properly in space, that is, see them where they actually are. This is a visual skill which requires good teamwork of both eyes.

The need for accurate depth perception is apparent in the case of the driver who judges the distance of a car approaching and decides to pass the three cars ahead of him before meeting the oncoming car. When halfway past these cars, he finds that he has misjudged the distance of the approaching car and he's in trouble.

c. **Field of Vision**—the area encompassing both central and peripheral sight. Most people, when looking straight ahead, can see about 90 degrees to each side—a complete half circle. If a driver has such vision, he can see a car approaching from the side or a pedestrian beginning to cross the street. A driver less fortunate with a narrow field of vision—sometimes called "Tunnel Vision"—is not only a danger to himself, but a traffic hazard to others.

d. **Night Vision**—the ability to see accurately at night. Some drivers can see better than others at night. The most dangerous hours on the highway are just after sundown. For some drivers dusk decreases their vision as much as late darkness does for others. These people suffer from "night blindness." The night fatal accident rate is two and one half times as high as the day rate.

Night driving demands three important visual

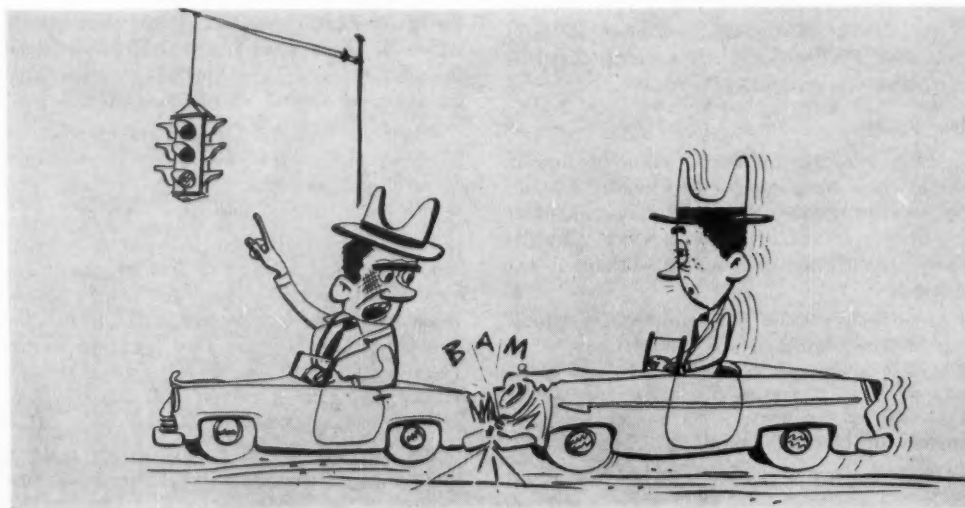


skills: the ability to see under low illumination, the ability to see against glare and the rapid recovery after being blinded by the glare of oncoming headlights. There's no satisfactory, practical test for skill in driving at night.

5. These are some of the most important elements of safe highway vision. There are marked differences among individuals in each of these qualities and it is important for a driver to know his own limitations. Then he can, and should have them corrected. If this is impossible, he should learn to make allowances for his particular visual inefficiencies.

Correct Seeing Habits

6. Many drivers with visual limitations have learned to compensate for their vision and have avoided accidents. On the other hand, some drivers with excellent vision don't know how to use their vision. Correcting the driver's vi-





sion is but the first step. The second is seeing that the vision is utilized for safe driving.

7. What are the correct seeing habits? According to the Institute of Driver Behaviour, Detroit, Mich., there are five practices:

(1) **Aim high in steering.**

Correct steering requires an occasional quick glance well ahead to the center of your intended driving path—both in driving straight and turning. The driver then drives on center in his lane.

(2) **Get the big picture.**

A driver should view the car ahead as a small part of the complete roadway scene. He should watch all objects for a block ahead in the city, half a mile ahead on rural roads. A good driver watches nothing in sharp detail until he needs to identify something; then he identifies it instantly and accurately, and permits his eyes to return to the complete picture. He stays

far enough behind the car ahead to be able to view the entire scene.

(3) **Keep the eyes moving.**

In safe driving, continuous, sweeping motions of the eyes are necessary to read the traffic picture. A good driver shifts his eyes constantly, glancing near and far, to the sides and into the rear view mirror. If anything holds his eyes in traffic, he adjusts his speed, changes lanes or taps the horn, if necessary, to disperse of the eye-holding problem.

(4) **Leave yourself an out.**

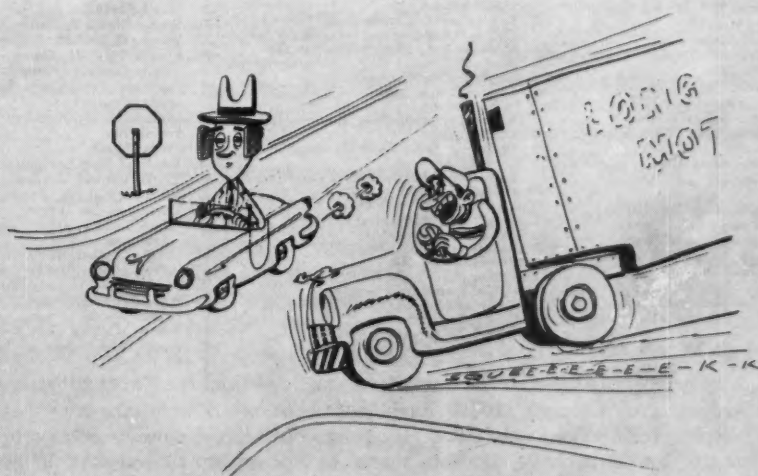
Mastery of the first three steps automatically helps to master this one. When a driver really watches the full picture and moves his eyes, he reduces speed for crests of hills, curves, blind intersections and while in the lane near parked cars.

(5) **Make sure others see you**

A good driver, preparing to pass a car, checks the big picture. Might the driver ahead turn left? Is he behind a vehicle he might pass? Is anything on his right which might cause him to veer left? When passing a car, a driver should drive along side quickly so the other driver can see him. Then he should revert his eyes to the road ahead and permit his field of vision to "watch" the car he is passing.

Conclusion

8. Driving is a difficult process. Authorities in the field say that the licensing standards are too low. A good citizen should demand of himself more than the law demands. More specifically, every driver should have his vision ex-



amed periodically, certainly every two or three years, regardless of age. This examination should include testing vision in regard to driving.

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This data sheet was prepared for the National Safety Council by Dr. P. N. DeVere, president elect, American Optometric Association, Morganton, N. C.

Safety Education Data Sheets Available are:

- | | | |
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| <p>#429.04-</p> <ul style="list-style-type: none"> -19 Alcohol and Traffic Accidents -78 Amateur Electricians, Safety for -26 Animals, Domestic -37 Animals in the Classroom -57 Auto Shop (Rev.), Safety in the -66 Baby Sitting -49 Bathroom Hazards -1 Bicycles -18 Camping -14 Chemicals -39 Chemistry Laboratory, Safety in the High School -86 Cigarette Fire Hazards -80 Counselors and Helpers in Summer Camps -6 Cutting Implements -68 "Do It Yourself," Safety in -9 Electric Equipment -87 Electrical Shop, Safety in the -34 Electrical Storms, Safe Conduct in -5 Falls -60 Farm Mechanics Shop (Rev.), Safety in the -3 Firearms -25 Fireworks and Blasting Caps (Rev.) -44 Fishing, Hook and Line -12 Flammable Liquids in the Home -61 Floors in the Home -20 Gas, Cooking and Illuminating -50 General Metals Shop, Safety in the -64 Graphic Arts Shop, Safety in the -81 Gun Clubs: Their Organization and Activities -22 Gymnasium (Rev.), Safety in the | <p>#429.04-</p> <ul style="list-style-type: none"> -52 Highway Driving, Rules, Precautions -43 Hiking and Climbing -41 Home Workshops -42 Horseback Riding -62 Iceboxes and Refrigerators, Hazards of Discarded -79 Industrial and Vocational Education Programs, Coordinating Safety in -70 Kites and Model Airplanes, Safety with -23 Laboratory Glassware -7 Lifting, Carrying and Lowering -53 Machine Shop (Rev.), Safety in the -2 Matches -36 Motor-Driven Cycles -55 Motor-Vehicle Speed -31 Night Driving -16 Nonelectric Household Equipment -82 Office Safety -65 Part-Time Jobs: Food Handling, Safety in -13 Passenger Safety in Public Carriers -10 Pedestrian Safety -29 Play Areas -69 Playground Apparatus -74 Playground Surfacing -8 Poisonous Plants (Rev.) -35 Poisonous Reptiles -21 Poisons, Solid and Liquid -24 Public Assembly, Places of -51 Pupil Excursions, Safety in -38 Railroad Trespassing -11 School Buses—Administrative Problems (Rev.) | <p>#429.04-</p> <ul style="list-style-type: none"> -63 School Bus Safety: Educating Pupil Passengers -73 School Bus Safety: Operating Practices -67 School Dramatic Productions -47 School Fires (Rev.) -85 School Lunch Room, Safety in the -40 School Parties -83 Sheet Metal Shop, Safety in the -17 Sidewalk Vehicles -84 Skiing Safety -28 Small Craft -71 Sports: Baseball, Safety in -77 Sports: Basketball, Safety in -72 Sports: Football, Safety in -75 Sports: General Practices, Safety in -54 Summer Jobs: laborers, home yard, service-stations -45 Summer Jobs—Farm -27 Swimming -15 Tools, Hand -4 Toys and Play Equipment -33 Traffic Control Devices -48 Unauthorized Play Spaces -88 Vision and the Driver -76 (Bad) Weather Conditions, Safety in -39 (Bad) Weather: Hazards, Precautions, Results -56 Welding and Cutting Safety -30 Winter Driving -32 Winter Sports -58 Winter Walking (Rev.) -46 Wood Shop, Safety in the |
|---|---|--|

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Each (any selection): one to nine copies, 10 cents each. 10 to 99 copies, \$.058 cents each. Write for prices on larger quantities. Order by stock #429.04-and the title and number of the data sheets. All prices are subject to a 10 per cent discount to N.S.C. members and to schools, colleges, universities and public libraries.



the BULLETIN BOARD

driver education conference . . .

More than 500 driver education teachers are expected to attend the third annual conference of the American Driver and Safety Education Association to be held at Michigan State University, June 17 to 20.

The conference will give driver education instructors opportunities to learn more about the automotive industry and to avail themselves of the nationally recognized teacher preparation in advanced driver education offered by the University.

Beginning immediately after the conference, a series of 17 two week intensive workshops will be offered. The eight courses with graduate credit offered are: driver education and traffic safety I, driver education and traffic safety II, problems in driver education, seminar in driver education, advanced industrial education, introduction to highway traffic administration, police and court traffic administration, and safety education.

Persons interested in further information should write: Highway Traffic Safety Center, Michigan State University, East Lansing, Mich.

* * *

regional PTA holds safety meeting . . .

At the National Congress of Parents and Teachers Regional Safety Conference in Chicago last December, Norman Damon, vice president, Automotive Safety Foundation told the representatives:

"I say without qualification that the National Congress has the greatest opportunities for action of any citizen organization in the cause of traffic safety. Yours is a major citizen responsibility for action in the home and for pre-school, elementary and secondary school safety education."

Damon enumerated six areas of PTA educational opportunities:

"First, and basic, is of course, the development of discipline in the home in developing good traffic citizens—second, action to insure good instruction in safety habits in the ele-

mentary schools—third, encouragement for the safest possible transportation for our children to and from school—fourth, a dual responsibility with relation to driving. The initial part of this is, of course, the obligation to set good examples as parents. The second part is to make sure all children in all high schools have an opportunity to take driver education. Fifth, the encouragement of and support for worthwhile organized youth activities. Student councils can develop traffic safety on their own. Finally sixth, encouragement to those qualified and interested to enter colleges and universities for training in careers for highway traffic and traffic safety."

* * *

on the bus safety lesson . . .

A dismantled store window display of a large bus was renovated by elementary students and used to practice safe habits on a school bus. Their teacher, Theresa Betterley, Southington, Conn., told the story in Scott, Foresman and Co.'s *Primary Activities*.

Her students painted the bus bright yellow and printed, "Let's Have A Safe and Happy Year—Hatton School." They wrote bus safety slogans and selected the best to attach on each window of the bus. The bus served both as a backdrop and "prop" as the children dramatized stepping high to get on the bus and looking both ways before they stepped down. The bus was later used in a school-wide safety campaign and received city-wide recognition in the local newspaper.

* * *

students vie for traffic trophy . . .

On the gridiron and on the basketball court are not the only ways students in Marshfield, Wis., high schools can win trophies for their school. They can also win them on the highways.

The chief of police and the Marshfield Traffic Safety Committee developed a program with a traveling traffic safety trophy going to the

school with the safest drivers. The contest will run through April.

Scoring for the contest is based on a penalty system. Each time a student is convicted of a traffic violation, a certain number of points is charged against his school and one point is charged for each accident. The school with the least number of points is given the trophy for the year. Then the first school to win the trophy three times will be awarded it permanently.

* * *

train the teenagers with state aid . . .

The Ohio Department of Highway Safety included in their newly proposed legislative program a point, which read: "Legislative action should require all youth under 18 years of age to complete a course in driver education in high schools or accredited driver education schools. The state should support this program with financial aid equal to one additional unit from the state foundation program for education."

DUAL CONTROLS FOR DRIVER TRAINING CARS



For automatic transmission



For standard transmission

- **SAFE** for student and instructor because of lower pedals. Instructor and student operate in a relaxed, normal driving position. Even after a full day of teaching, instructors remain safely alert.

- Cam action assures noiseless, safe operation. Brake wear is compensated for by a full throw—instructors always get full response from "100 series" dual controls. Sturdily constructed to last indefinitely.

- Money back guarantee is your assurance of lasting satisfaction.

- Easy installation is possible for anyone with absolutely no damage to the car.

- Fast delivery—shipments made same day order is received.

1. Give make, model and year of car.

2. Indicate whether standard or automatic transmission.

3. Number of units required.

4. Enclose check for full payment, or school purchase order. Automatic transmission, \$25.00; standard transmission, \$30.00. Shipments by Railway Express, F.O.B. Detroit unless otherwise requested. (3% sales tax for Michigan purchases.)

Inter-changeable by changing brackets available from stock.

PORTABLE DUAL CONTROLS, INC.

624 New Center Building TRinity 1-2300
Detroit 2, Michigan

international problem . . .

At the Fifteenth Pan American Sanitary Conference, San Juan, Puerto Rico, Howard Ennes, director, bureau of public health, Equitable Life Assurance Society, said: "The role of education repeatedly has been mentioned by previous speakers, and particular reference has been made to the recent discussions in Brussels under the auspices of The World Health Organization as well as the 1956 discussion of the World Health Organization Regional Committee for Europe. The latter put the matter clearly in saying: 'The Committee wishes to lay great stress on education as the greatest single measure in the prevention of accidents. This includes careful training of children at home and in school and especially in giving them a sense of responsibility for their own safety. It comprises also the imaginative training of teachers and parents.'

"In these statements, read in the idea of safety education as an integral component of health education:

" . . . The Working Party on Application of Health Education Methods said that health education is effective only when planned and developed as an integral part of every public health program.

" . . . Experience would suggest that a sound health education contribution to child accident prevention may well represent a significant contribution to health problems many of us see today as even more pressing."

* * *

devotes magazine to safety . . .

The December issue of the *School Lunch Journal*, published by The American School Food Service Association, was a full-packed promotion for greater safety awareness in the schools. Kicked-off with President Anne W. Maley's editorial, "Safety is a way of life," the magazine continued for about 70 more pages largely on accident prevention.

Articles included safety in the school lunchroom, which discussed problems from fire drills to electrical equipment; six rules to stop falls; a five step plan to protect employees from cutlery accidents; a special checklist for the lunch room areas; how to lift and ways to insure employee cooperation.

SAFETY EDUCATION

MARCH 1959

LOWER ELEMENTARY SAFETY LESSON

SAFETY IN YOUR SCHOOL



S-1389-A

Jerry's arm is in a sling.
He must have hurt it while playing outside.
No, he hurt it *in* school.
He slipped on a piece of paper on the floor.
The children could hardly believe it.



Miss Martin said that many accidents happen in school.
Here are some of the things that cause accidents:

Pushing or crowding on stairways

Playing at the drinking fountain

Leaving chairs in the aisle

Putting feet in the aisle

Dropping candy wrappers, crayons, food
on the floor

Handing sharp scissors with points up

Using paper cutter

Getting against hot plate

Running in the corridors

Playing carelessly in the gym



Can you name some other kinds of dangers?

Something to Do

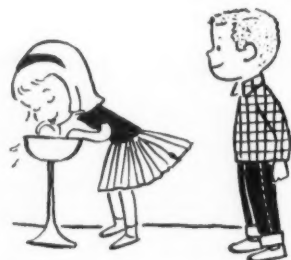
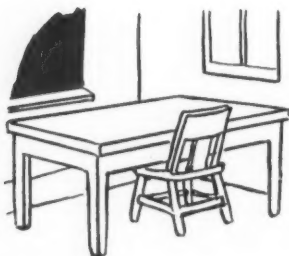
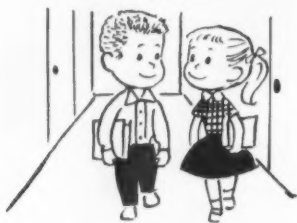
On the next page is a picture of a school. It shows places where accidents may happen. Put words in the spaces to show how to make it a safe school.



Published by the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill. Price: three cents each for ten to 99 copies; lower prices for larger quantities. Minimum order ten copies. For information, write the Council, Membership Division.

Prepared by James Mann, Principal, Hubbard Woods School, Winnetka, Ill., past general chairman, Elementary School Section, National Safety Council.

Directions: Put the following words in the right blanks below. The pictures will help. Doors, shoes, chair, fountain, feet, gym, halls, floor, cutter, stairs.



This Is Your School

You walk in the front door.

You wipe your _____ on a door mat.

Then you won't slip on the floor.

You watch for _____ opening outward.

You are especially careful at the drinking _____.

In class you keep your _____ under your desk or table.

You slide your _____ under the table when you leave.

You keep paper, pencils and crayons off the _____.

You are careful walking in the _____.

You hold onto the railings on the _____.

You follow directions while playing in the _____.

You do not try to use the paper _____.

MARCH 1959

UPPER ELEMENTARY

SAFETY LESSON

THE JEFFERSON SCHOOL CRIER

Volume I

March 15, 1959

Number 7



S-1389-A

CLASSROOMS, SHOPS, STAIRS,
CORRIDORS, SCENES OF MOST
ACCIDENTS IN SCHOOL

PUPIL SURVEY REVEALS FACTS

The most dangerous places to be in our school are the classrooms, shops, stairs and corridors, according to a survey just completed by the Safety Committee. For the first six months this year there have been 12 accidents in classrooms, 9 on stairs, 6 in the shop and 3 in the halls.

JEFFERSON SCHOOL SAFETY COMMITTEE
TO FOLLOW SURVEY WITH
SAFETY CHECK SHEET

Each home room in Jefferson School will soon receive a Safety Check Sheet to use in its own room to learn how safe the children are and how safely they act.

Each room will send its results to the Safety Committee which will make a report to the whole school at the next Council Meeting. It will be interesting to see.

Boys and Girls: Suppose that this were your school paper and Jefferson School was your school. Finish the article which began in column 1 above by filling the blanks below. Discuss your answers in class.

Causes of these accidents were as follows: In the classrooms, the accidents were caused by _____ over chairs left in the aisle, slipping on _____ lying on the floor, careless use of sharp _____ and slipping on _____ spilled on the _____. In the shop, accidents occurred when someone hit his finger with a _____, a _____ slipped and cut a finger, and someone used a knife to cut _____ himself instead of _____ from himself. Accidents on stairs occurred when someone _____ in line, and when someone stumbled and was not holding onto the _____. In the corridors, accidents were caused by a _____ that opened suddenly, and when someone _____ a child's _____ into the drinking fountain.

Write an editorial about accident prevention in your school.



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Prepared by James Mann, Principal, Hubbard Woods School, Winnetka, Ill., past general chairman, Elementary School Section, National Safety Council.

HOW SAFE IS YOUR SCHOOL?

Here is a "check sheet" which will help you answer this question. If all the answers are yes, you have a safe school. If not, what should you do?

SCHOOL SAFETY CHECK LIST

Is this true of
your school?
Yes No

Around the School

1. Do children report accidents which happen to themselves?.....
2. Do children report conditions around school which might cause an accident?
3. Are floors in rooms and corridors kept as nearly as possible from being slippery?
4. Do children pick up papers, clean up spilled things from floors in classrooms and corridors?.....
5. Do children line up for drinks at the fountain?.....
6. Do all stairways have handrails, and do children use them?....
7. Do children walk in lines and not run in corridors?.....
8. Are corridors and entryways kept free from boxes, furniture, etc.?
9. Are locker doors kept closed and fastened?.....

In Classrooms

10. Do you replace chairs under tables and keep them out of the aisles when they are not in use?.....
11. Is everyone careful to keep his feet out of the aisles?.....
12. Does everyone know the safe way to handle tools, scissors and sharp objects?
13. Do you follow the rule against bringing guns and knives to school?
14. Do you have a safety rule about lighting candles at school for birthday parties, etc.?

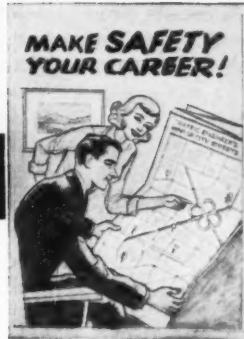
Special Fire Safety

15. Do firemen visit the school each year to inspect and make suggestions for fire prevention?.....
16. Do all children know exactly what to do during a fire drill?....
17. Do all children know what to do if they see a fire or suspect one?
18. Do all doors leading out of the gym, assembly and corridors have EXIT lights burning during school time?.....
19. Are paint cans kept closed and oily rags removed daily?.....
20. Is all waste paper collected and disposed of daily?.....
21. Are storage closets kept free from trash?.....

MARCH 1959

JUNIOR HIGH SCHOOL

SAFETY LESSON



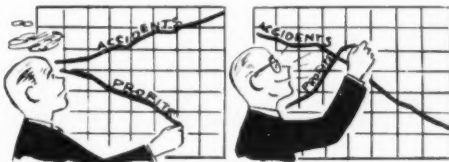
S-1390-A

Safety Careers

Plan Your Career Now

"Safety is everyone's business." The foregoing is a slogan used by the National Safety Council for many years. Safety is everyone's business—if you want to stay healthy and alive. There is, however, another aspect of safety which you should start to think about now, and that is a *career in safety*. The potential accident danger has increased in proportion to the increase in population, industry, travel facilities, school enrollment and crowded conditions.

Industry has recognized this danger and has placed increasing emphasis on safety. Loss of man-hours because of accidents cuts down on the profit any concern may hope to make. A good safety program in industry pays off in dollars and cents.



Crowded conditions have caused travel agencies to stress safety in all respects. Such agencies can't afford law suits by people injured through negligence of personnel working for the agencies. Here again, safety pays in dollars and cents. While all transportation facilities are operated with the utmost care, a good example of the reputation of airline safety is the fact that you can buy \$62,500 worth of insurance to cover your round trip for the sum of \$2.50! Insurance companies must base the rates on correct estimates of the

dangers involved. In order to realize fully how safety "pays off," figure what the cost would be to an insurance company if a plane load of 80 fully-insured passengers crashed killing everyone. List your answer below.

\$ _____

How many people would have to pay the insurance rate of \$2.50 just to cover the amount you put in the blank above? (This doesn't include overhead costs of insurance companies.)

_____ people

Answers: \$5,000,000.00 and 20,000 people.

Do you see now why safety "pays" in dollars and cents? It goes without saying that safety also "pays" in happiness, well-being and health. Many groups—industry, education, armed services, etc.—realize more and more the *need* for safety. This growing realization has brought about a "wide-open" field for professional careers in safety. Why not start to think now about some of the opportunities available to you in the future?

Variety of Careers in Safety

It would probably take hundreds of pages to describe the variety of safety careers currently available. In addition, the number of positions in the field of safety is constantly increasing both in variety and in total number. In order, however, to give you some idea of the various aspects of just *one field* of safety, here are the



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Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.

titles of a few of the research papers presented at the 37th annual meeting of the Highway Research Board in Washington, D. C., in January, 1958.

Night Legibility Distances of Highway Signs

Estimating and Forecasting Peak Hour Travel

Driver Characteristics and Speed Performance

The Role of Psychological Factors in Motor Vehicle Accidents

An Analysis of One-Car Accidents

Statistical Evaluation of Traffic Accident Severity

Direct Evaluation of Geometric Highway Design

Direct Response to Radar Brakes

Economic Cost of Different Type Motor Vehicle

Remember, the list above is just a *few* of the topics studied in *one* aspect of safety—traffic. Have you ever thought of any of the above items as being directly related to safety?

Do You Know Your School?

Although you may have attended your present school for a number of years, do you really know it? Have you made a detailed study of danger areas, attitudes and other factors that might have an important bearing on the safety record of your school? Accidents usually happen as a result of a combination of *unexpected* events. If a continuous study were carried out in regard to safety, the number of *unexpected* events would be decreased—and so would accidents. Last month's lessons emphasized "school safety" and suggested specific ways of studying the accident problems in your school. Why not continue and expand your efforts along this line?

Have an "Idea Session"

Many large industries have found it profitable to have "idea sessions." The procedure used is simple. A group gets together and decides upon a topic to be emphasized. Then everyone, led of course by a chairman, thinks about various aspects of the topic. The ideas are merely

described—not discussed or argued. A list of the ideas is made and when it appears that there are sufficient ideas, or when the contributions of the group begin to lag, the chairman calls a halt. Then each idea is discussed. Some ideas are canceled, others are kept, and finally some are chosen as being worthy of follow-up.



Why not have an "idea session" on safety in your school and see how many worthwhile projects will develop? Remember, the "idea session" is just a beginning. You must then carefully plan, soundly organize, and thoroughly implement before you can expect results. This kind of procedure will help you develop good work habits and analytical thinking—traits that are necessary for success in any position. Also, a study of this nature will help you begin to realize the infinite opportunities for making safety your professional career.

A Good Way to Begin

One of the best ways to begin to realize the importance of safety and to learn about the many opportunities for a career in that field, is to get your school on the National School Safety Honor Roll. More than 4,700 schools are already participating in the Honor Roll program. Such participation has at least three major values: (1) school accidents are reduced, (2) your school will gain a reputation for safety, and (3) you will gain a basic knowledge about the field of safety. Check now on how you can be part of a nation-wide effort by school students to promote safety. For information about the National School Safety Honor Roll, write to: National School Safety Honor Roll, School and College Division, National Safety Council.

Begin now to implement a safety program for your school.



MARCH 1959

SENIOR HIGH SCHOOL SAFETY LESSON

Safety Careers

S-1390-A

Choose a Career in Safety

The word "career" has several meanings. The two most widely used definitions according to dictionaries are:

- (1.) *A general course of action or progress through life.*
- (2.) *Way of living; occupation; profession.*

In order to live—to exist—you *must* make safety your career in the sense of the first definition shown above. In addition, however, many people have chosen safety as a career—an occupation or profession—in the sense of the second definition shown above.

Various industries have safety engineers, and many cities hire traffic engineers to help solve the problems of traffic accidents. Persons with a knowledge of safety in various fields are hired as consultants by legislative groups in order to help prepare laws in regard to firearms, automobile licensing, building restrictions, etc. for the safety of the people.

Even at rocket launchings, there is a safety officer whose responsibility is to keep all foreseeable risks at a minimum. At all commands of the various branches of the armed services, an officer is always designated as "safety officer." In fact, in

any important undertaking — industry, armed forces, education, etc.—safety is always given important consideration. A professional career in safety is becoming increasingly important and opportunities for a satisfying career are becoming more numerous each year.

You may think that a career in safety requires you to master a great deal of technical information. While this may be true in some cases, various safety jobs require various abilities that you may have or would be interested in acquiring. Let's look at some of the abilities needed.

A Safety Supervisor

Knowing how to get along well with others, ability to speak persuasively, and a knowledge of practical psychology are major requirements for being a successful safety supervisor. Quite often safety rules in industry are prominently displayed and all workers are acquainted with them.

Like automobile drivers, however, the workers must be stimulated to develop a "safety attitude." This is the supervisor's job. His actions and his ability to get along with others generate respect from the workers. His ability to speak clearly, persuasively and tactfully—either in conversation or before groups—causes the workers to listen attentively. His knowledge of practical psychology enables him to "time" his advice and to gear his methods to each individual. The technical knowledge of safety engineers is passed on to the supervisor who, in turn, translates it to the workers in an effective manner.



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Safety Engineer

In this area, technical knowledge is usually required. Problems of stress and strain on building materials are studied. Calculations of boiling points, pressure, etc., are made in order to *prevent* accidents. Usually, a knowledge of some phase of mathematics and science is required as a background for this job. Of course, skill in communication is essential.



Developing Safety Materials

Look at the poster picture at the beginning of this lesson. Art talent is an important tool in communicating safety. People who have ability to develop catch phrases or slogans such as, "The life you save may be your own," are utilized in many safety programs. Persons who can write clearly and in an interesting fashion, are an integral part of the safety program. Journalistic talent (*Safety Education Magazine* and many other similar publications) is a "must" for any effective safety program.

Get the Full Picture

So far, you have read brief descriptions in regard to safety careers in only three areas. Remember, too, that within each of the three areas there are many and varied types of safety jobs. Why not get a fuller picture of the safety careers open to you?

Divide into four committees and start gathering the information you will need to get a knowledge of the job opportunities available to you in the field of safety.



One committee should concern itself with writing to large companies, such as General Electric and General Motors, for information on the kinds of safety positions they have and what qualifications are necessary for the positions. Also, letters should be written to your state safety council, National Education Association and other societies concerned with safety.

One committee should check the reference books, such as *Readers' Guide to Periodical Literature*, and make an annotated bibliography of pertinent reading materials.

One committee should plan to interview local persons and organizations who are concerned with safety—such as the traffic safety officer of the police department and the local safety council. This committee should have two purposes: (1) To get information about safety careers and (2) to get a list of resource people who would be willing to come and speak to the class on careers in safety.

One committee should be devoted to planning how the material gathered can be organized and prepared for mimeographing. This group should concern itself with format, clear and correct English, and some art work that would enhance the publication.

Elect an over-all chairman for the project. He will also be chairman of a steering committee which should be formed by electing two representatives from each group. The steering committee, eight members and the chairman, should meet periodically to check on the progress being made and to act as a sounding board for class members.

Any suggestions by any member of the class should be given to his group representative who in turn should offer such suggestions to the steering committee for action.

"Publish" Your Work

After you have finished your study and the publications committee has completed its job, check with a local printing company on the cost of getting a semi-hard paper back cover for one copy of your mimeographed publication. If your final work is good enough, ask your librarian to place your "book" in the library.

If your school has a "Career Day," be sure that a copy of your publication is given to the persons in charge of "Career Day" with a request that some attention be given to including safety career representatives in the program.

Begin Early

While you are still comparatively young, the sooner you begin thinking about the career you want the sooner you can achieve success. The field of safety is still a young field and presents many opportunities. Safety is not only a career in itself, but an integral part of all careers. Begin early, and you can't lose.

Views AND REVIEWS

Courses in Highway Safety and Highway Traffic

This directory of information about colleges and universities which provide training in highway safety and highway traffic is a companion publication to *Careers in Highway Traffic Safety*. It represents the findings of a questionnaire sent to 1,933 colleges and universities on courses and other offerings to train workers in highway safety and highway traffic. The directory was prepared by the National Commission on Safety Education of the National Education Association and the Research and Statistical Services Branch of the Office of Education. The Traffic Education and Training Committee of the National Safety Council's Traffic and Transportation provided guidance for the project, made possible by a special grant to the Commission from the Automotive Safety Foundation.

The major portion of the directory is devoted to an analysis of the 975 offerings in 328 colleges and universities, representing a 97.5 per cent response rate to the main survey-form. Since many of the course materials have been developed in cooperation with 22 national organizations concerned with highway traffic safety, an important adjunct to the report is the brief description of the work of each of these organizations.

About 82 per cent of the offerings are regular courses. The directory gives information on when the courses are offered, credit-hours and related details. The directory also indicates the duration and number of persons attending the remaining 18 per cent of the offerings, such as short courses and conferences.

Of immense help are the suggestions for use of the directory, which shows by means of examples how to quickly refer to and use the tables and other data in answering general or specific questions about course offerings.

Available from the U. S. Office of Education, and the National Education Association, Washington, D. C. 99 pages. \$1.00.

Review by Daniel P. Webster, staff representative, Higher Education Section, School and College Division, National Safety Council.

MARCH, 1959

Passport to Safety

This pamphlet discusses ways to improve driver performance through better licensing procedures. It calls for comprehensive driver license examinations, which would require more complete preparation by the applicants. The booklet stresses that clubwomen should familiarize themselves with their state's licensing programs and support programs aimed at improving licensing procedures.

Prepared by the safety division, General Federation of Women's Clubs, 1734 M. St., Washington, D. C.

* * *

The Chicago School Fire, produced by the National Fire Protection Association.

This booklet is a 28 page, comprehensive report on the tragic fire at Our Lady of the Angels School. The report urges immediate action to correct conditions in older-type schools which "lack adequate exit facilities and automatic sprinklers, and which have excessive amounts of highly combustible interior finishes, substandard fire alarms and poor housekeeping conditions."

The analysis is designed for study by school and fire authorities and others concerned with the operation, maintenance and construction of public buildings.

Copies available for \$.25 from National Fire Protection Association, 60 Batterymarch St., Boston 10, Mass.

* * *

The Red Cross on the Highways, prepared by the American National Red Cross.

This 17 page booklet explains the Red Cross highway first aid program, which aims not only to help the injured but to make highways safer by creating an awareness of traffic accident prevention.

Through first aid training, people are made more safety conscious by being able to recognize hazards and knowing how to prevent accidents.

Available from the American National Red Cross, Washington, D. C.

(Continued on next page)

Rules and Regulations for Safety Hostesses or Green Belt Girls, U.S.A., by W. C. Yeager.

A small booklet describing the organization of upper elementary school girls into a safety unit. This group works to insure safety inside the school buildings as the safety patrols provide safety outside. The publication gives the duties of the girls, such as assisting in fire drills, the advantages of the program and a suggested standard for selecting the girls for the unit.

Available for \$.15 from W. C. Yeager, director of safety education, Sioux City Public Schools, 3800 Garretson Ave., Sioux City, Iowa

* * *

Policies and Practices for School Safety Patrols

This booklet is a revision of the *Standard Rules for Operation of School Safety Patrols*. It covers the function, establishment and support, selection and appointment, size of patrol and the instruction and supervision of a safety patrol.

In addition, the booklet discusses a patrol's relation to traffic signals, police officers and adult crossing guards. Hours on duty and school bus patrols are other topics.

Prepared by the American Automobile Association, the National Commission on Safety Education of the National Education Association and the National Safety Council, the booklet can be obtained from any of these organizations. Other organizations which helped revise the booklet are the International Association of Chiefs of Police, the National Congress of Parents and Teachers and the U. S. Office of Education.

* * *

Are You Between 14 and 20?, produced by Standard Oil Co., Ind.

This free booklet was prepared for teenagers and offers safe driving tips, such as, "Have guts enough behind the wheel to chicken out when common sense tells you it's time to give in. Never mind who's right. Be smart—stay alive."

Another tip: "The squeal of tires and roar of the exhaust may sound like hot stuff to a driver who needs to build up his ego. But it tags him as strictly an amateur to the real pro."

The booklet reads throughout like the above tips—pegged to the teenage drivers' habits in their own language. Finally, it urges the teens to become leaders in helping to cut down the traffic toll.

Available from Standard Oil (Indiana) dealers in the Midwest, Amoco dealers in the East and South and Utoco dealers in the West.

Fire Insurance Principles and Practices in School Districts Employing Nationally Affiliated Business Officials by Paul B. Salmon, Bulletin No. 18 of the Association of School Business Officials of the United States and Canada.

The school business official in your school system may have a copy of this provocative and important research work of the ASBO Insurance Management Research Committee. It should be a basis of cooperative and thorough investigation of school district insurance practices and fire prevention programs by the school business official and the supervisor of safety education.

Although the main theme of the study is school district policy decisions concerning insurance, the supervisor of safety education needs to be actively involved in the implementation of several of the recommendations made by the committee. For example, these recommendations (pages 68 and following) have special significance for accident prevention and safety education.

"12. Districts should take specific action to seek rate reductions by all possible means:

- (a) elimination of hazards
- (b) increasing available protection
- (c) seeking knowledge prior to construction regarding features to add or delete to eliminate hazards
- (d) working cooperatively with other districts, with insurance representatives and with government officials."

"14. All school districts should maintain a regular fire prevention inspection program which meets the following criteria:

- (a) Inspection should be conducted by personnel assigned to the site under inspection at intervals of at least once a month.
- (b) The regular inspection team should be augmented systematically at regular intervals by persons from the central administrative office, fire department and insurance industry. The interval of inspection by the expanded team depends on the availability of personnel, but should be not less than four months.
- (c) An underwriters approved inspection guide sheet should be used in conducting inspections.
- (d) A realistic in-service training program should be maintained for all persons to whom inspection responsibility is delegated."

Available from the Association of School Business Officials, 1010 Church St., Evanston, Ill. Price \$2.

Review by Charles French, senior consultant, School and College Division, National Safety Council.

Can Never Be A One-man Job

(Continued from page 6)

The *educative* function of a safety committee is to inform the committee members and the entire personnel of the college community of the value of a safety program and the need for enthusiastic support. The educative functions include:

1. *Service on safety committees, particularly if rotated, is one of the best means of arousing and holding the students' and staff members' interest in safety.*
2. *Application of engineering principles to the prevention of accidents and the realization that safety promotes efficiency and efficiency promotes safety.*
3. *Recognition of the importance of safety in the maintenance of equipment.*
4. *Realization that job analysis, job placement and training of students and staff members have distinct bearings on accident prevention.*
5. *A full understanding of the importance of purchasing materials according to safety specifications, and of requiring all manufacturers to incorporate in their machines and equipment every practical provision for the operators' safety.*
6. *The conviction of the heads of the college and its major departments that supervisors play an important part in eliminating accidents and that they are accountable for accidents in their units.*

By contrast, the functions of the safety council are quite different from those of safety boards and committees. In general they include the creation of activity programs and the follow-through, particularly in the area of student activities. These activities are conducted on a voluntary basis, such as voluntary motor vehicle inspections, housing inspections and the development of standards for decoration at house parties and other affairs.

Support and Recognition

Successful safety committees are a reflection of the administration's sincerity in attaining safety. For this reason the administrative head should release a concise statement of policy, defining areas of responsibility, delegated authority and designating modes of operation. This statement should express the personal interest of the chief executive for the safety of the campus community and state that everyone is expected to play an important role in the program.

Activities

The activities of a safety board or committee should cover the entire field of accident prevention, including fire protection, police protection where indicated and sanitation. In addition, the committee should:

- Plan, initiate and review safety and fire inspections.

MARCH, 1959

- Consider student and staff members' safety recommendations.
- Familiarize committee members with accidents and their causes.
- Secure and distribute safety promotion materials.
- Meet at designated times, at least once a month and send copies of the minutes to the college administration and departments.
- Maintain a file of safety committee proceedings.
- Coordinate the activities of other on-campus safety groups as well as those individuals with safety duties or activities.

Members

The importance of the individual member of the board, committee or safety council to the operation of the group as a whole is so great that it is well worth-while to spell out some of his major obligations and activities.

1. The first and constant responsibility of each member is to set an example of safety as an expression of his sincerity in the safety program.

turn page

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(from preceding page)

2. Pass on to all those with whom he comes in contact the safety instructions and the safety information developed in safety meetings.

3. Know the general safety rules, and in the case of a member of a departmental committee or a special safety committee, rules pertaining to his own unit or area of operation.

4. Make suggestions on eliminating hazards and unsafe practices.

5. Stimulate others to make suggestions which will:

- a. Decrease the number of accidents in the college.
- b. Eliminate fire hazards or increase the effectiveness of fire-extinguishing methods and equipment.
- c. Better the housekeeping and sanitary conditions.

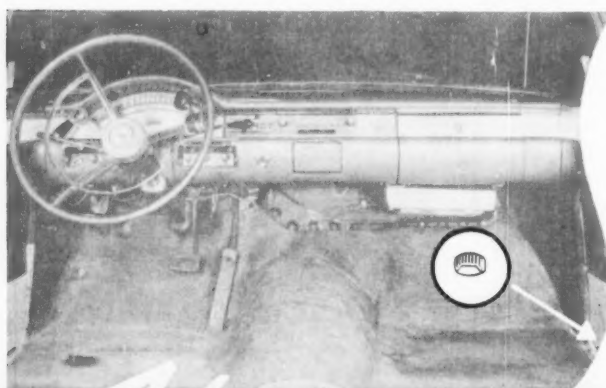
6. Make inspections—whether on a formal or informal basis he should keep a watchful eye for unsafe practices and conditions. When he finds hazards, he should report them immediately to the supervisor or director of the unit.

Meetings

Meetings, except for special occasions, should be held when possible during regular college hours and under as favorable conditions as can be achieved. Bright, cheery, and airy rooms add "pep" to the meetings and help to keep them from going "stale." It is important that all members be properly reminded of meeting date and location, and the minutes of previous meetings and all materials or devices to be used during the meeting be available or sent to members prior to the meeting.

Conclusion

The success of a board, committee or safety council can only be measured by the way it presents its recommendations, plans, activities and how they are carried out by administration or by staff and student bodies. For this reason, proposals of activities, minutes of meetings and other special reports should be sent regularly to the chief administrative officer and heads of departments, college newspaper and other key personnel who can take action and publicize the activities. A well-balanced safety program is *never a one-man job* ●



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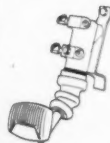
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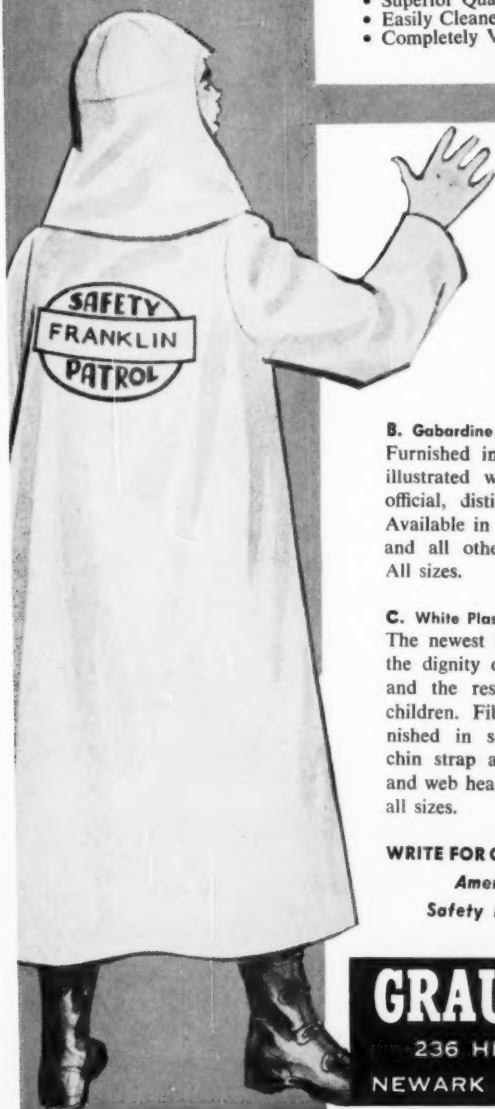
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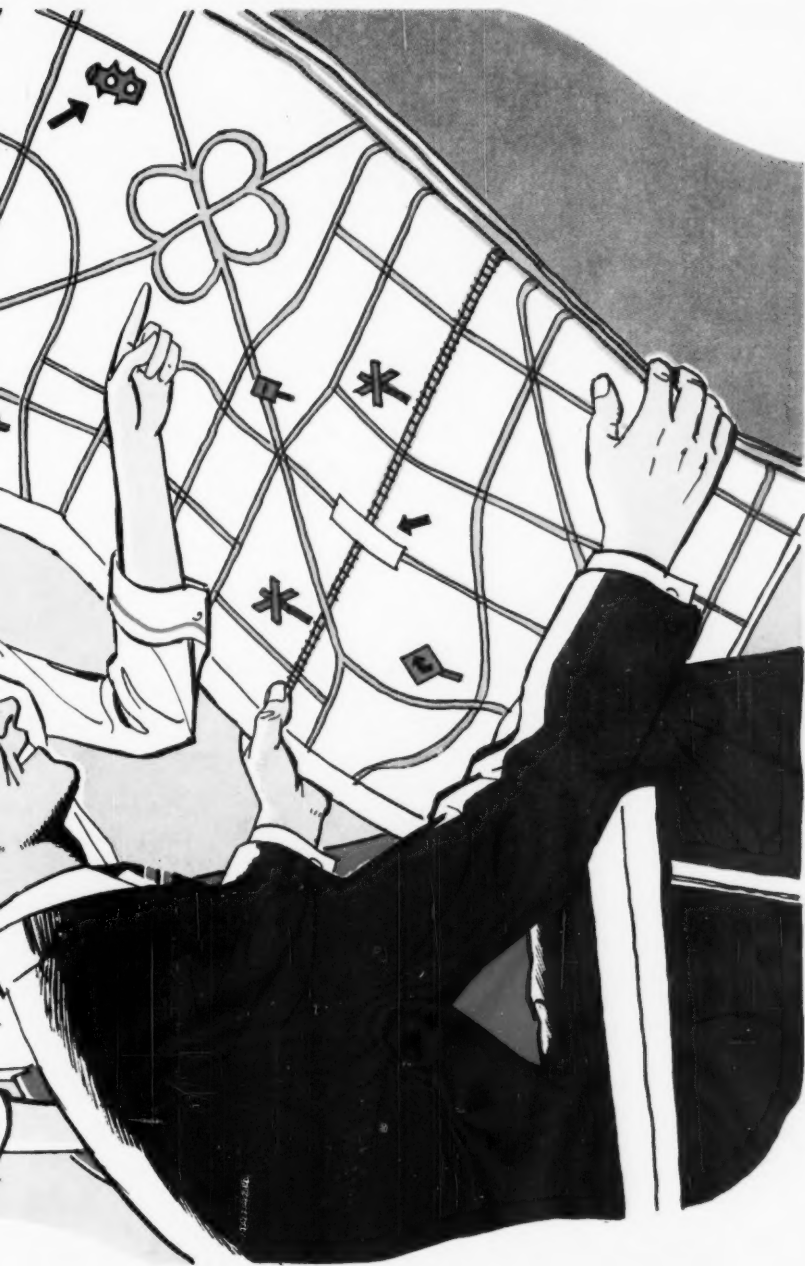


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